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Thesis

MENTAL HYGIENE AND PROBLEMS OF COLLEGE STUDENTS

Submitted by

Laura Marguerite Corlett

(B.R.E.,Boston University, 1922)

In partial fulfilment of requirements for

the degree of Master of Arts

1930

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OUTLINE OF THESIS

PART I THE SITUATION

Chap.I Introduction

A...The Strain..... 1
B...Responsibility..... 3
C...Plan of thesis..... 5

Chap.II The College Situation

A...College Problems
1...Large enrollment..... 8
2...Heterogeneous group..... 9
3...Lack of aim of the college..... 10
4...American college philosophy needed.. 10
5...Diversified interests..... 12
B...Defense of the Student
1...Real worth in students..... 14
C...Purpose of the College
1...Build a new philosophy of life..... 16
2...Prepare for life..... 18

PART II MENTAL HYGIENE

Chap.I Mental Hygiene and Happiness

A...Search for Happiness
1...In things..... 20
2...Disillusionment..... 20
3...One college class..... 21
B...Causes for unhappiness
1...Lack of personality..... 22
2...Lack of wholesome desires..... 23
C...Interest in Mental Adjustments
1...In mental cases..... 24
2...In prevention..... 25
3...The college reluctant..... 25

Chap.II A Definition

A...Indebtedness to Medical Profession
1...Religious superstition overcome..... 28
2...Not all disorders permanent..... 28

B...Definition or Description
1...An art with scientific methods..... 29
2...Not a field for an amateur..... 30
3...Aim of mental hygiene..... 32

PART III TWO GENERAL FUNDAMENTAL PRINCIPLES OF MENTAL HYGIENE

Chap.I Knowledge of Self

A...Physically
1...Relation or mind and body..... 35
2...Vegetative and nervous systems..... 36
3...Glands..... 37
B...Mentally
1...Mind not static..... 38
C...Temperamentally
1...Temperaments..... 42
2...Introversion and extroversion..... 43
D...Emotionally
1...Emotions..... 44
2...Training emotions..... 47
3...Fears..... 48
(a) Fears and activity..... 51
(b) Inferiority..... 52
(c) Depressions..... 54
(d) Worry..... 55
4...Practical use of religion..... 56b
E...Drives
1...Instincts..... 57
2...Persistance of..... 58
3...Classification of..... 59
(a) Sex..... 60
(b) Other instincts..... 65
4...Control of..... 67
(a) Suffering hero..... 67
(b) Rationalization..... 67
(c) Compensation..... 68
(d) Sublimation..... 69
F...Habits
1...Habits..... 70
2...Development of..... 71
G...Summary..... 72

Chap.II Ideals

A...Student hopes..... 76
B...Ideals
1...Physical..... 77
2...Intellectual..... 77
3...Challenges..... 78
C...Need of Solitude..... 79
D...Pride in work..... 79
E...Social ideals..... 79
F...Religion..... 80
G...Summary..... 82

PART IV ADMINISTRATION OF MENTAL HYGIENE IN SOME COLLEGES

Chap.I What Some Modern Colleges Are Doing
A...Growth of interest..... 85
B...Methods of work
1...Personal conference..... 86
2...With medical department..... 87
3...Interest among faculty..... 88
4...Classes in mental hygiene..... 89
5...Systematic study experiment at Iowa State College..... 90
6...Gratifying results..... 91

Chap.II Conclusion..... 94

BIBLIOGRAPHY..... 98

PART I

THE SITUATION

CHAPTER I: INTRODUCTION

INTRODUCTION

We do not need more than fair powers of observation to notice, among the people whom we meet day by day, that life to them is not all joy nor even satisfaction. Weary bodies are hanging onto the straps of the street cars and subways. Sad faces meet our gaze as we pass along the street. Even those whom we know well enough to engage in conversation tell us one story thro sad eyes, while lips are framing another of a seemingly lighter vein thro their smiles. High pitched voices are trying to express quickly conceived ideas above the noise of the age of the modern machine. Quick, nervous, uncontrolled action tells of the pressure of unstable and indeterminate plans of activity. Tho many feel the strain, few realize the causes and less see a plan of procedure of overcoming the difficulty in even the slightest degree.

EVIDENCES OF STRAIN

What can be done for those we meet in daily life is really very little. It is so much easier not to be bothered and, if their attitude annoys us, absent ourselves from their company, for on the whole our advice is not wanted. It disturbs old habits of thot and action, and that is uncomfortable.

But there is a younger group whose habits are not yet crystalized and whose future success and happiness depend very largely on whether some strangers can be helpful guides in breaking old attitudes or developing new. This is the group at college. Families have not developed the right attitudes of mind nor philosophy of life, and even if they could now see and understand a fault, would not be listened to by the offender. But to get him in a different situation, with a new challenge and a possibility that he will recognize the authority of the wisdom of some professors, there may be some hope of correction. From this group will be developed the leaders of the country who will be carrying the heaviest mental burdens, planning policies for masses and forming public opinions. It is folly to conjecture what might even be the outcome if college men in law, business and professions or the women in their own homes and clubs had learned some principles of the hygiene of the mind and had applied them to themselves.

POSSIBILITIES OF HELP IN THE COLLEGE

One needs to live in a college dormitory only a few weeks to realize that there is a very definite need of a new and wholesome balance of mind among the students right now, rather than waiting until they get into what they think will be their life work. At the table, uncontrolled evidences of the dislike of the food bear

testimony of old habits of a spoiled childhood. But the climax comes at examination time, when, as the result of badly proportioned events and time, there are long days with almost no rest crowded with fears and excitement. But much of this nervousness, which sometimes confines girls to their rooms, is the result of the dramatic adventurous spirit which has lessened the number of restful hours during the recent weeks.

WHOSE IS THE RESPONSIBILITY?

In spite of the fact that most of the professors know such conditions exist and that a few really care, little has been done to relieve the situation. Some feel it is much out of their jurisdiction and apart from the subjects they are teaching. Others feel incompetent. Some see only the tediousness and almost hopelessness of the task, realizing that these attitudes and habits are of long standing and cannot be easily corrected. Right mental attitudes should have been developed from early childhood, but if they have not been there is still some hope for change while the student is still under the partial authority of the college. Of all people, the teacher is reputed to have the most patience. His experience will give him faith that the suggestion will be thankfully received, if not now, later.

Whose responsibility is it that these young people just reaching maturity are not stopped in certain mental habits and are not encouraged in their better ones, especially working out their lives in conformity to higher ideals? A college has missed much of its opportunity or even neglected some of its duty if its faculty has been so busy teaching the arts and sciences that there has been no "systematic development and cultivation of the normal powers of intellect, feeling and conduct, so as to render them (the students) efficient in some particular form of living or for life in general".[1]

While we are debating over responsibility and the organization of funds and a program, students are being graduated and some are very unhappy, if not failing, in their new situations. Many a teacher is not limiting his teaching to the facts of his particular subject but is injecting thro such facts a new attitude toward life, new interest in behavior. While possibly not knowing exactly the psychological principles involved nor the mechanisms used, he has been gratified, from time to time, to find that some of his suggestions have been accepted and used and the student has been

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1...A Further Discussion of Mental Hygiene
Morrison, Angus W. M.D.
Mental Hygiene Vol.XII No.1 Jan.1928 p.48-54

benefited by them. Then he is more anxious than ever that his personal work be that much more efficient. To that end he will search for the basis of his unconscious good work among the underlying principles of psychology and for such other suggestions which might be advantageous. As truly as teachers can be taught to teach,[1] we believe that young people can be taught to live.

It is with that great desire to find some real and strong underlying principles which can be brot to bear on the subject of helping college students find a satisfactory attitude toward life, that this study is being made. We cannot purport to cover all the fields and opportunities of mental hygiene but to present some of the most general problems and principles as observed by the writer while working with college students and substantiated by several other investigators.

Some of the problems and diversified interests of the college and its place and purpose in the world will form the background for the study. It had been hoped by many that college training would produce happiness, an object of search of all time. But that disillusionment has given way to the fact that unhappiness is not

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1...The College President and the Improvement of College Teaching
Hill, Clyde M. Educational Administration and Supervision Vol.XV No.3 March 1929 p.212

so closely founded in knowledge or environment as in one's attitude toward life. To this end mental hygiene has been developed. Two fundamental principles of finding happiness in life are then presented. If one (1) knows himself, as he is, and how he can use the natural functions of his physical, mental and social self and (2) the place of ideals in his life, he is well on his way to finding happiness in college and elsewhere. Some colleges and universities have recently tackled this problem of adjustment and have formed regular departments and courses of study to present the facts and help students make better adjustments of their lives. The whole study is made from the viewpoint of the psychologist, rather than that of the psychiatrist.

PART I

CHAPTER II: THE COLLEGE SITUATION

THE COLLEGE SITUATION

In recent years, the colleges have been getting a great deal of criticism. Because they have developed some thinkers and because so many graduates from classical colleges have not been able to adjust themselves to the world, the objections have been loud and wide spread. In its study of the classical, and the modern psychology and sociology, the college has reformed all but itself.[1]

Why shouldn't it have missed the mark? How could it please all when so many young people, with such various backgrounds are flocking to colleges for such different reasons. It is from this group of a million young people that we will be choosing the leadership of the future. The curricula had been made out for leadership of another generation and not at all for making satisfied cultured workmen. That there are more young people in college now than in High School twenty-five years ago seems to be indicative of three particular things. First, the quizzical spirit of America. With the wonder of inventions and experimentation all about,

THREE INDICATIONS

1...The Need of a New-Type University
Phillips, Daniel Edward
School and Society Vol.XXX No.776 Nov.9,1929

it is natural that youth, the most adventurous age, should be out trying to find something, tho it seems a search without an aim. There is nothing cheap about going to college, so the second indication would be that the country as a whole is really prosperous. There is more leisure time and time available for better preparation for a vocation. The third reason for this interest would be the recognized comparative value in the earning capacity according to the amount of schooling. That would naturally have a great influence in this day of many "necessary luxuries".

To draw a million young people, which means five per cent. of the entire population between the ages of fifteen and twenty-four, or ten per cent. of those from fifteen to nineteen,[1] means that

THE GROUP: HETEROGENEOUS

the group must be heterogeneous. Every occupation is represented. All social and economic levels are working and playing together. The bootblack's son sits next to the son of the banker whose shoes he polishes.

Knowing then the background of the different environments in occupations, social and economic life and racial characteristics, we are not surprised to find

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1...Educational Guidance and the Orientation Course
Bossard, Dr. James H.S.
School and Society Vol.XXX No.764 Aug.17,1929

a very great diversity in the psychological attitude toward school traditions, environment, study and people. The influence of national characteristics is large when we note that students come from American homes, representing a population in which thirty-four and four-tenths per cent. of the parents were born in fifty foreign countries.[1]

In trying to do their best for all concerned, colleges have limited the common preparation for life to one subject, and that in name only--ENGLISH. "As matters stand we do not know what the student should study, nor why he should study what he does study; and assuredly we often do not know whether he has studied very much of anything".[2] But we do have faith, "blind faith in the efficiency of campus life, as a producer of gentlemanly habits and social skills".[3]

A COLLEGE PHILOSOPHY NEEDED

One of the criticisms most frequently brot against the college of liberal arts is that it is an aimless institution. Just because a certain college advertised as a "college with a purpose", it got big financial aid. As an institution, the college has been borrowed. It is

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1...Educational Guidance and the Orientation Course
Bossard, Dr. James H. S.
School and Society Vol.XXX No.764 Aug. 17,1929

2...Personality Development as a College Problem
Howard, D.T.
Educational Administration and Supervision
Vol.XV No.1 Jan. 1929

3...ibid.

the product of an alien culture and in spite of the seeming popularity, has not been quite at home in the United States. "More than anything else, we need an American philosophy of college education".[1] Some have found the solution and program in the urge that "an American urban College of Liberal Arts should develop socially efficient citizens, alive to the social, economic and civic problems which spring from the exceedingly complex life of our cities, and prepare to contribute their share to the practical solution of these problems. The college should also develop in its students definite vocational aims as well as rational avocational interests".[2] We all agree that there must be some definite policy adopted by the college authorities in regard to the scheme of education, with less shifting of courses and constantly changed attitude, but still we are proud of the versatility of the students, admire their initiative, activity and success apart from scholarship.

WILSON'S APPRAISAL

While Woodrow Wilson was president at Princeton, he made the memorable statement that the side shows of college had swallowed up the circus.[3] These were the athletics, literary, musical

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1...Modernizing the College p.X
Stowe, A. Monroe
N. Y.: Alfred Knopf, 1926.
2...ibid
3...Twenty Years Among the Twenty Year Olds p.257
Hawes, James Anderson
N. Y.: E. P. Dutton, 1929

and dramatic societies, religious and social organizations. Some of these, particularly the social groups, still stand in all their force, if not stronger. "The decline of debate is certainly a serious reflection upon our American colleges". The reasons have been given that "in American life business reigns supreme and that oratory and literary work alike are at a discount".[1] With social events following one on the heels of another, there is no chance to take Sherman's advice, "Now and then be silent; sit and think".[2]

A college has been called a microcosm. Tho it is really a little world all to itself, under its own customs and fashions, it is not an epitome of the larger world outside and there is no promise that any one who makes good in this world will fit in the greater one.

Even the interest of the students in the real work of their little world seems meagre. The criticism comes from other countries than our own that registrants are not students. The Honorable J. J. Bryce has remarked that "ten per cent. of the undergraduates are students and that

LACK OF INTEREST

1...Twenty Years Among the Twenty Year Olds p.37f
Hawes, James Anderson
N. Y.: E. P. Dutton, 1929

2...The Campus p.59
Angell, Robert Cooley
N. Y.: Appleton , 1928

another fifteen per cent. are friends of students".[1] General intellectual interest is low. Many students go thro the motions of attending classes, reciting or handing in papers without the real vital curiosity and spirit in discussion. The ambition seems to be to "get by". Tho we have fortunately passed the stage when good marks were sneered at unless they were the result of deception, still a thesis is quite generally conceded a drudgery rather than a chance to do a creative piece of work and

LACK OF INTEREST

"it is by no means every student who welcomes the opportunity to show what he can accomplish when left to his own resources".[2] The few books read besides the assigned readings and the quality of them are further evidences of the low state of academic interest. This is because "not more than a quarter of the undergraduates in our American colleges have first rate minds and not more than half of them are capable of receiving any real intellectual benefit from a college education".[3] In the long run, the combination of intelligent, moderately intelligent and down-right stupid have brot the group to an

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1...Twenty Years Among the Twenty Year Olds p.44
Hawes, James Anderson
N. Y.: E. P. Dutton, 1929

2...The Campus p.3
Angell, Robert Cooley
N. Y.: Appleton and Co.,1928

3...Which Way Parnassus? p.13
Marks, Percy
N. Y.: Harcourt, Brace and Co.,1926

average of mediocrity at best.[1]

But we have painted the youth as a dull, insincere, stupid group. We cannot pass them without the admiration of their sophistication and sureness of themselves. They have been cheerful in their pursuit of the unwanted and poorly planned course of action. They have not gone thro college without getting something, if not from books, from the personalities of their professors. "No one in the world takes life more seriously than the college student. No one has more problems. No one has more need of mental hygiene and nowhere is its application more richly rewarded".[2]

REAL WORTH IN STUDENTS

Percy Marks says, in a chapter for freshmen, "If you are intelligent enough to feel terrified before your own ignorance, humble before learning, aghast before the heroic accomplishments of science, then . . . . you are fit to be educated".[3] Many of these young people are ready for this training and tho they do not fit in some schools, might make a real contribution if in another.

Tho it may be true that much of the college curriculum is of no lasting value to students and is more

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1...Which Way Parnassus? p.14
Marks, Percy
N. Y.: Harcourt, Brace and Co., 1926

2...College Blues
Menninger, Karl A.
Survey, Vol.LXII No.2, Sept.1, 1929

3...Which Way Parnassus? p.238
Marks, Percy
N. Y.: Harcourt, Brace and Co.,1926

interested in facts than in attitudes toward life, or even if the student wastes most of his time, still "he must be unimpressionable indeed, who can live within the influence of such a college as Yale without lasting benefit even if he studies not at all".[1] The point is that nobody knows just how efficient our campus life may be as a developer of personality.[2]

PURPOSE OF THE COLLEGE

There are other facts not found in books to be mastered. There are customs and habits to be smoothed. There are attitudes to be acquired. There is a whole new philosophy of life to be started when one in college is making for the first time independent contact with the newer and broader world. The four years allotted are far too short for any such program as gaining knowledge for a life time. It is such a changing world with changing needs. As President Wilson said in his famous address on learning, "No one has ever dreamed of imparting learning to undergraduates. It cannot be done in four years. To become a man of learning is the enterprise of a life-time!"[3] And so the best schools can give only a wise start on

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1...Twenty Years Among the Twenty Year Olds p.46
Hawes, James Anderson
N. Y.: E. P. Dutton, 1929

2...Personality Development as a College Problem
Howard, D. T.
Educational Administration and Supervision, Vol.XV, No. 1, Jan., 1929

3...Twenty Years Among the Twenty Year Olds p.5
Hawes, James Anderson
N. Y.: E. P. Dutton and Co., 1929

the road of learning, introducing certain leads and starting the perpetual motion of scientific investigation and query and a sympathetic attitude toward all truth. This no one can measure. Like trying to measure other social phenomena it " directs undue attention to objectives, factors which can be easily classified and counted and tends to slighting the less tangible but more vital inner attitudes and sentiments which are the mainsprings of social life. Statistics look imposing, but they can only supplement, never replace penetrating sympathetic insight".[1]

The test of the good college will be the ability of the graduate to control himself in all situations of life,[2] regardless whether he has learned by experience or not. It is the forward look, the application of theory, insight into possibilities, association, similarity and contrast of ideas, which prove man's mind. "And what is the function of higher general education if it is not to give an insight into the intellectual problems of contemporary civilization, to cultivate the philosophical point of view as a basis for successful living in the

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1...The Campus p.IX
Angell, Robert Cooley
N. Y.: Appleton and Co., 1928
2...Why Men Fail p10f
Fishbein, Morris and White, William A. (editors)
N. Y.: Century Co., 1928

world of to-day and to-morrow?"[1] To prepare for life is the task of the college. "Intellectual achievement means power, but does not insure judgment, or, by itself, establish wholesome attitudes towards one's fellows".[2] As colleges are the disseminators of knowledge, and could be the promulgators of attitudes, that art of "attaining and maintaining satisfactory human relationship" should have a definitely important place in the already over-crowded curriculum of every institution of higher learning which is graduating from its school a group of the million young people, with more or less definite aims, who are to be the leaders of to-morrow.

The student wants, and is entitled to, some kind of orientation in this world of tangled human affairs. "Our job as educators is to give him a weltanschauung and along with it a comprehension of people, situations and material forces that will enable him to adapt himself readily to human situations."[3] According to Professor Howard of Northwestern, the curriculum will consist of four emphases: the need to communicate, to use the means and symbols of communication

CURRICULUM

1...Modernizing the College p.VIIf
Stowe, A. Monroe
N. Y.: Knopf, 1926

2...Mental Hygiene in the College and University
Groves, Ernest R.
Social Forces, Vol.VIII, No.1, Sept. 1929

3...Personality Development as a College Problem
Howard, D. T.
Educational Administration and Supervision
Vol.XV, No.1, Jan. 1929

in reading, speaking and writing; the need of a cooperative spirit; the ability to orientate one's self in all situations; and with all to be a leader with real mental initiative rather than to be a follower.[1] These last belong very definitely in the field of mental hygiene, where the student will learn the scientific bases and practical devices for living a happy life artistically.

Most of man's contacts are social. There are projects which need occassionally the "lone eagle" but there is no place for the one who has the "disposition to sulk, to retire needlessly to one's self, to play solitaire when bridge is the program. The futile, needless misunderstandings, the jealousies and animosities, the intrigues and double-crossings of untutored men have no place in the make-up of the socially adjusted individual".[2] Many of the subjects used in college will be continued, but the approach will be changed. Sociology, psychology and anthropology will, "Like the lights of a theatre, serve to illuminate the stage of life and reveal the characters and the action". In his associations he will need to think if he is anxious to be of service and get somewhere. Most people let

SOCIAL EMPHASIS

1...Personality Development as a College Problem
Howard, D. T.
Educational Administration and Supervision
Vol.XV, No.1, Jan. 1929

2...ibid.

experts do it for them. Such would not be the case if it had been begun in college. It is really alarming that the statement can be made that "good, competent, hardheaded, conscientious thinking he has not been asked to do, and will not be asked to do ---in college. Those who think do it under their own steam. Most students are content to copy and conform".[1]

Because the aim of the college seems so indefinite, because backgrounds and future needs seem so varied as far as facts are concerned, and because life is full of great contradictions, how to adjust one's self seems the biggest problem of all. How often a lad starts out to be an engineer but finding he doesn't like that goes into something else; or a girl, aimlessly goes thro college and ends in becoming an unhappy teacher. The attitude toward life, and especially the unhappy circumstances of it, is the all important thing rather than the technical training. That can be dug out by the one who is interested.

1...Personality Development as a College Problem
Howard, D. T.
Educational Administration and Supervision
Vol.XV, No.1, Jan. 1929

PART II

MENTAL HYGIENE

CHAPTER I: MENTAL HYGIENE AND HAPPINESS

NEED OF MENTAL HYGIENE

Man has always sought satisfaction. In activity, in possession of things, in abilities, in ideals, according to his temperament, he has found his happiness. Recently he has seen around him, men with more schooling than he, making better salaries, having easier jobs and shorter hours and he is sure that education spells success. His interest has turned to the schools, from the lowest to the highest. Tho he may have had some schooling, surely he needed more to be happy. The compulsory school age was raised until now in some states it includes nearly all the High School course. Interest in college grew, for the college man was the one who usually held the "white collar" jobs and was thro first in the afternoon. A great wave, for which that institution was not prepared, swept upon it. Colleges were ready to help those who were definitely interested in books and factual knowledge. The curricula had been made out for their fathers and grandfathers and could be poured out only to studious minds away from the rush of the modern world.

SEARCH FOR HAPPINESS

It took about two generations of students going thro the college mill to really call attention to the fact that some or many were much disillusioned. College did not

insure success nor promise happiness. Failures have been graduated from prominent colleges and others, tho evidently successes in the business and professional world, were far from happy in their triumph. Still "our American people believe in the capacity of their sons and daughters to live on a higher plane than they themselves have lived. They also believe in the ability of our colleges to develop that capacity in their children".[1]

Writing in the Mental Hygiene Quarterly, an anonymous writer gives a very startling report of his college class "Twenty Years After". In spite of the very alarming statements, he reports that the class "had the reputation of being rather more common-place than its contemporaries, and if common-place spells normality, it might pass for a good example of the average."[2] Of the group, he knew something of the where-abouts of seventy-five per cent. Of these, forty per cent. showed signs of what he takes to be "neurotic, psycho-neurotic or psycholic difficulties". Two thirds of those who had won the honors of Phi Beta Kappa were included among these and supplied the most outstanding examples of mental or nervous disease. This would make us think that brilliancy

ONE COLLEGE CLASS

1...Modernizing the College p.99f
Stowe, A. Monroe Ph.D.
N. Y.: Alfred A. Knopf, 1926

2...(Anonymous) Mental Hygiene of the College Student--Twenty Years After
Mental Hygiene, Vol.V, No.4, Oct. 1921.

had nothing to do with maintaining normal mental health which can be generally accepted as the first requisite for obtaining satisfaction or happiness. Seventeen per cent. were deceased but some had shown neurotic evidences. One was a suicide, and one died in a strange coma following an operation but immediately after the visit of an uncongenial parent.

If this is the proportion of unhappy failures in an ordinary college class of years ago, with the nervous strain in living to-day even greater than then, and the great numbers flocking to our colleges, the problem is appalling. Many changes are evidently necessary and among the foremost is the change of purpose.

"It is obvious. . . . that a man may be highly educated and entirely without training".[1] "The scholar's life should have a moral purpose. His training is not merely a possession but a privilege, carrying with it a duty to humanity. Give him a message to speak to other men and when he leaves your side you need fear for him not the world nor the flesh nor the devil".[2] No one can go out to work or mingle in the world of men without something

PERSONALITY NECESSARY

1...Mental Health Thro Work and Play
La Rue, Daniel Wolford
Journal of the National Educational Association
Vol.XVIII, No.3, Mar. 1929

2...The Real Need of University Education
Jordan, David Starr
Journal of the National Educational Association
Vol.XVIII, No.9, Dec. 1929

more than cold facts absorbed from professors and books. Long before one has a chance to tell what he knows, he shows by his attitudes, his smiles, his courage, whether or not he is worth much in the world. Failures in life come not so much because of the lack of knowledge nor the abundance of it, as from the kinds of personalities we are. Professor Lancelot attributes the majority of the failures of beginning teachers--a profession where information would seem of prime importance--to personality defects and discounts all teaching "which does not produce definite desirable changes in the individual taught".[1] In other words, his emphasis in the college program would be the development of the personality, letting information be a supplementary asset in that development.

"Education is a failure if it does not stimulate wholesome desires and attitudes".[2] This seems to be the interest now since we have become satisfied that enduring happiness cannot be bought with countless millions. It is not knowledge nor the use of acquired facts, unless it be the facts in the field of mental hygiene, that will bring happiness. Constantly "educators are calling attention to the significance of

WHOLESOME DESIRES NECESSARY

1...Developing the Student-Teachers in Traits of Personality
Lancelot, W. H.
Educational Administration and Supervision
Vol.XV, No.5, May 1929

2...Editorial Comment p.305
Journal of the National Educational Association
Vol. XVIII, No.9, Dec. 1929

emotions in happy and successful living".[1] They are realizing more and more that the student is first of all a human being, with social needs and desires, "whose value to himself and his fellow men will be determined largely by his ability to think clearly and honestly".[2]

Because of the necessity to think clearly and act promptly and wisely, a new emphasis of an older science has been brot forth, namely mental hygiene. Formerly people knew that others had queer kinks in their thinking and actions and attitudes but not realizing the import of them, said and did nothing about it until the patient became dangerously active or a burden on the family, when he was sent away to be kept physically comfortable. But most queer kinks do not reach this critical stage and we are really quite unaware that either anything is wrong or that it could be remedied. Such patients are like the little girl in the hospital with a broken leg and a seriously bruised skull. When asked what was the matter, forgetting the worst part of the trouble and remembering only that she could not get around the room, remarked only of her leg.

FORMER INTEREST IN MENTAL MALADJUSTMENT

Now that we pay more attention to the slighter

1...Developing Wholesome Attitudes
Andress, J. Mace
Journal of the National Educational Association
Vol.XVIII, No.9, 1929

2...Mental Health Through Work and Play
La Rue, Daniel Wolford
Journal of the National Educational Association
Vol. XVIII, No.3, March 1929

evidences of unbalance, there seem to be more cases reported. Many of these, however, might not have been so queer if it had not been for the ceaseless and definite stimulation of this machine age and jazz world. With all the senses strained, it is easy to find one connection ready to snap and the patient to suffer therefrom.

Many physicians, trying to meet physical needs of patients, have found the close connection between the mental and physical lives of people. It has challenged them into more study of mental diseases.

MENTAL HYGIENE: A PREVENTATIVE

With the science of preventive medicine has also come the interest in preventing mental troubles. But mental hygiene has gone even further and has helped man, not only to save himself from mental disaster, but helped him to find the greatest happiness in himself and his environment. It seems strange that this science was not started in the colleges where pre-medical courses are given and where the laws of learning are formally known. It was the dissatisfaction of those who are formally educated crying for a new happiness as the result of new adjustments. It was those who were poorly adjusted in their vocations who began to question their training and this criticism has gotten back to the colleges, making them rather reluctantly consider the new personality emphasis of education. Even some colleges

which have elaborate programs for the physical health are neglecting the mental health. They have "closed their eyes to new conditions calling for new materials and new adjustments".[1] They seem to be the strongholds of conservatism.

1...Modernizing the College p.VII
Stowe, A. Monroe Ph.D. (Introduction, Samuel Capen)
N. Y.: Alfred A. Knopf, 1926

PART II

CHAPTER II: A DEFINITION

DEFINITION OF MENTAL HYGIENE

We are indebted to the medical world for much of the interest in mental hygiene. It was they who first saw the relationship of the body and mind and how very dependent one is upon the other. After years of the study and relief of physical diseases, the interest has turned to prevention of disease. Now, besides keeping the physical organisms free from diseases which weaken, they are trying to keep them up to the point of perfection, not just above the border line, but nearer the top of efficiency. "As life should be more than a meditation of death, so the problem of health is not to be considered merely in the light of the prevention of disease. Health consists in the full utilization of one's manifold endowment".[1]

INDEBTEDNESS TO PHYSICIANS

Paralleling these efforts in pure medicine, has been the development of the healthy mind. "After a long struggle against religious superstition and narrow materialistic views, it became possible for physicians to study patients with mental disorders in a biological way, to see them as complex individuals, interacting to the

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1...The Healthy Mind p.6
Elkind, Henry (editor)
N. Y.: Greenberg, 1929

strains of life with the help of the subtle and varied mechanism of human nature".[1] This led to the proof that not all mental disorders were, as was supposed in the old fatalistic theories, permanent and irreducible. Some of the failure to meet life in the best and sane way was due, not to inborn tendencies nor peculiar characteristics, but to some little suggestions, habits or attitudes developed in childhood, thro the home, school or on the playground. The stress and strain were definite and strong. These had been multiplied until there was little room for the balancing factors of mental development, without which a fully healthy life is hardly possible. "Man is not fully healthy whose personality is inhibited or distorted by repressions and invasions, even though he should escape symptoms of an outspoken mental disorder."[2]

Using a term borrowed from the medical field, the study of learning to work mentally more easily, more happily, longer, with less fatigue and with the greatest efficiency has been called mental hygiene. When we attempt to make a definition we are with-held, for we are dealing with dynamic forces, never the same in two personalities, never seen alike by two diagnosing the case. By most it is called an art, making the application

DEFINITION

1...The Healthy Mind p.5
Elkind, Henry (editor)
N. Y.: Greenberg, 1929
2...ibid. p.6

of certain principles derived from several of the sciences. If this suggestion is used, "art" must not be interpreted too narrowly. As medicine is the art of applying knowledge gained from the sciences to the curing of illnesses, or even more broadly the prevention of illness and the maintaining of physical health at the level of the individual's highest physical potentialities, so mental hygiene applies laws of biology, psychology and other sciences to raising the activity of mind and body--as it is effected by the mind--to the plane of maximum efficiency. Using all knowledge which is helpful and all experience possible, a technique is developed which is scientific, tho it is used to promulgate an art rather than a science. That the material is human and hence highly complex and variable makes it necessary that our study and care should be even as carefully executed as the work of a scientist.[1]

This is obviously not the field for an amateur. It requires skill and knowledge. Sociology will present the problems of the group, such as education, marriage, and alcoholism; law produces statutes to govern dealings with people and property; eugenics gives the science of being well born; ethics, morals and religion will give respectively the science of good conduct, the art or practice

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1...Individual Variations in Mental Equipment
Bronner, Augusta F. Ph. D.
Mental Hygiene, Vol.IV, No.3, July 1920

of it, and the divine sanction for the loftiest type of life; education shows the development of the individual according to personal traits; and finally mental hygiene contributes "the science of happiness".[1]

However, there is such a need and demand that the professionally trained are not meeting the needs. A general interest by all is necessary to attack the problem from all sides and at all times of need. The field has been developed as an organized social movement. It has been drawing attention to the need and has been stimulating interest in mental hygiene and emphasizing the real waste in allowing curable or preventable cases to become definitely serious.

They have shown that so many of the minor social problems and many of the major ones have had their beginnings in little peculiarities of mental functioning. One of the hardest problems has been the opinion of normal people that psychological clinics are for those people only who are abnormal or who have very severe cases of maladjustment. What could be of more value to the person and to society in general than that, after diagnosis and treatment, he can live in society with less friction to himself and others?

IMMEDIATE CARE NECESSARY

1...Mental Hygiene p. 9-11
La Rue, Daniel Wolford Ph. D.
N. Y.: Macmillan Co., 1927

Better tools with which to work have been acquired and tho we cannot change human nature, we can change what is often called human nature--a travesty or burlesque of it. The psychiatrist is looking for that trouble. His work has been likened to that of an engineer when "sometimes it (the trouble) is in the driver's technique, sometimes in the machine he is driving, sometimes in special difficulties in the track, but ominous warnings may be noted by the skilled eye, and some of the clashes averted".[1]

Mental hygiene means much more than just being free from delusions, hallucinations, intellectual deterioration or other symptoms we associate with actual mental disease. It is trying to keep the mind well and happy. It is finding a state of mind thro which may be achieved "maximum efficiency and greatest happiness, unhampered by habits and attitudes towards life that lead to varying degrees of failure".[2] It attempts to educate normal individuals to know themselves so that they may have the proper adjustment to the various situations that are constantly appearing, helping them to live more efficient, happier and better balanced lives.[3] The criteria of maintaining

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1...College Blues
Menninger, Karl A.
Survey, Vol.LXII, No.2, Sept.1, 1929

2...(A paragraph)
Thom, Douglas A. M. D.
Mental Hygiene Bulletin, May, 1929

3...A Further Discussion of College Mental Hygiene
Morrison, Angus W. M. D.
Mental Hygiene, Vol.XII, No.1, Jan. 1928

satisfactory relationships will be determined by the potentialities of the individual for physical, intellectual and emotional growth on the one hand and favorable opportunity on the other.[1]

MENTAL HYGIENE NOT A PANACEA

Mental hygiene does not promise everything. There is always a danger of the exaggerations of the enthusiast and this art must not become a fad, propounded and manipulated by the poorly trained. "The greatest exaggeration of its service comes not from those in charge of the work but from supporters who find in mental hygiene something resembling a new religion."[2] But of all people who should not get alarmed, the mental hygienists themselves should stand first and foremost. It offers no panacea, then, for all ills, but does offer a program for strengthening or inhibiting and balancing all habits or tendencies, producing a more nearly balanced life in this world of physical and mental strain.

1...Mental Hygiene: an Attempt at Definition
Williams, Frankwood E. M. D.
Mental Hygiene, Vol.XI, No.3, July 1927

2...Mental Hygiene in the College and University
Groves, Ernest R.
Social Forces, Vol.VIII, No.1, Sept. 1929

PART III

TWO GENERAL FUNDAMENTAL PRINCIPLES OF MENTAL HYGIENE

CHAPTER I: KNOWLEDGE OF SELF

I...KNOWLEDGE OF SELF

Any achievement in making the most of our lives and talents, must begin with an analysis of ourselves for "on the individual devolves the responsibility of putting to the best use his endowment of intellect, emotion and physique."For this he needs enlightenment as well as good will and energy, and many persons have had little opportunity of learning the simple fundamental facts of human nature".[1] The nervous American is a striking example of people who have had neither time nor inclination to find out much about their bodies, do not know where they belong physically, and do not understand either their physical capacities or limitations for sustained physical effort and consequently are continually getting into situations where it is not possible to effect a satisfactory adjustment. The lack of poise and the chronic state of unrest of many business men are signs of the general unpreparedness for sane living that is far too common in this country.[2] But as Professor Vaughan has expressed it, "A man cannot harbor a more laudable ambition than to make

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1...The Healthy Mind p.7
Elkind, Henry (editor)
N. Y.: Greenberg, 1929

2...Signs of Sanity and Principles of Mental Hygiene p.190
Paton, Stewart M. D.
N. Y.: Scribner's Sons, 1922

the most of those talents with which he has been endowed. . . . For most of us the attainment of our ideals is a task that calls forth our utmost efforts. Any achievement must begin with self-analysis".[1]

Ever since man has tried to think about himself and to adjust himself to his environment, he has been trying to figure just what is the relationship of mind and body.

MIND AND BODY

He has noted the effect of some of his feelings and emotions on the natural activity of the body. A fright will cause his knees to shake, a guilty conscience makes breathing seem unsatisfactory. Then reversing the effect, poor bodily conditions will make Monday very "blue" and make the whole world seem out of harmony. In their questionings, theories of mind superior, body superior or both paralleling each other have arisen. There seems such a very complex situation of interaction, that all we can say is that we are bio-mental, that there is continual inter-play of both.[2]

Within our bodies there are two important systems at work. One is the vegetative, furnishing the food supply for the organisms. The other furnishes the intellect or governing system. The one makes the material formation and

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1...Lure of Superiority p.V
Vaughan, Wayland F.
N. Y.: Henry Holt and Co., 1928

2...Mental Hygiene p.28
La Rue, Daniel Wolford Ph. D.
N. Y.: Macmillan Co., 1927

keeps it alive and ready for action; the other controls the reaction of that formation to stimuli and its action in its environment.

Recently a great deal of attention has been given to the glands as builders and stabilizers of the system--- those tormenting, important objects which are so vitally connected with our mental as well as our physical abilities. In a small pocket of bone at the base of the brain, is the pituitary gland, an endocrine gland pouring secretion into the blood. According to the functioning of this little gland, the size of a pea, the body may be either dwarfed or gigantic. The deficiency is usually accompanied with a lack of development of the sex organs and an accumulation of fat. "If this pituitary personality only grew a mind in proportion to body, there would be some compensation for bearing such a burden".[1]

GLANDS

Dwarfing may also be caused by the failure of the thyroid gland. This results in a small, repulsive body but can be helped if taken in time by the feeding of the thyroid of animals. When the pancreas, another gland, fails to care for the sugar in the body, diabetes may be the result. Much more common and noticable to the average person is the result of the lack of functioning of the stomach or liver.

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1. Mental Hygiene p.40
La Rue, Daniel Wolford Ph. D.
N. Y.: Macmillan Co., 1927

"A sluggish liver means a sluggish mind". The results of a disordered stomach on the circulation, complexion and mind are all too well known by most of us. The adrenal glands, situated just above the kidneys, prepare us for our more emotional states. In time of excitement, the adrenalin secreted from this gland stops digestion, sends blood coursing to the brain, muscles and heart, and causes the bodily reserve to be thrown into use. If removed it lessens the power of both muscle and brain.

"Three organs seem to bear the stress of life; the brain serving as the 'battery', the adrenals as the 'oxidizers' and the liver as the 'gasoline tank'".[1] If the brain cannot endure the strain, then neurasthenia, nerve exhaustion or even insanity, follows. If the liver cannot take the strain, then death from acute acidosis or Bright's disease. Over activation of the kinectic system may cause results glycosuria and diabetes. Even with all this, physicians feel that comparatively little is known of the functioning of the glands and their effect upon the whole system and particularly the brain.

It is easy to find the brain, physically. But in that simple finding we do not touch the border of its importance. To begin with, we must assume that mind, with its every

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1...Mental Hygiene p.44
La Rue, Daniel Wolford Ph. D.
N. Y.: Macmillan Co., 1927

faculty and exhibition, implies and requires accompanying brain action. "Whether we have to deal with reasoning or emotion, memory or will, appetite, passion or instinct, whether exhibited in normal or abnormal forms--for every one of them, brain activity is the essential basis".[1] At birth the child's brain is mindless, but with infinite possibilities and potentialities. It is a phonographic and photographic plate on which sounds and pictures are recorded and filed. The stimuli from the outside and inside, thro all the sense organs, are the means of developing neural paths for sensations. Later, just as objective ideas are formed, subjective ones may be also. "How enormous must be the importance of having these processes and their machinery rightly provided for and properly attended to!"[2]

In knowing one's self and his mental capacity, whether he is going to fit in the college situation and then in life, working as he does, he will have to know several things about himself and about mental activity in general.

(1) That the brain is not equally strong and virile in two people nor in himself at all times. We work at

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1...Hygiene of the Mind p.5
Clouston, T. S. M. D. LL. D. F. R. S. E.
London, Methuen and Co. Ltd., 1912
2...ibid p.29

different speeds according to the amount of energizing already done by physical elements or the reaction of the stimuli. The brain is ready to act. It arouses both mental and physical energy all over the body. It may go so far in the energizing as to make one "lose control". "The specific character of our activity may be and usually is determined by various factors in our environment, but the activity itself is an inherited tendency. There is no such thing as laziness, strictly speaking. To refuse to be active is a symptom of defect or disease, lowered bodily tone, improper nourishment or the like. Laziness, however, is not so much inactivity as activity in a wrong or useless direction, as judged by social or ethical standards".[1]

But, balancing this desire to act, there is also the power of resistiveness. It will see that certain injurious stimuli are excluded, for we cannot live up to our highest pitch all the time. "The power of a superior brain in force, in intensity, subtlety of action, in acquisition and productiveness is often a hundred times that of the average man. . . . A high degree of this quality (resistiveness) together with the possession of surplus energy---and often it is the possession of such energy that gives resistiveness---forms a strong brain that lives long."[2] This often saves us from

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1...Applied Psychology p.29
Hollingsworth, H. L. and Poffenberger, A. T.
N. Y.: Appleton and Co., 1923

2...Hygiene of the Mind p.37
Clouston, T. S. M. D. LL.D. F. R. S. E.
London, Methuen and Co. Ltd., 1912

many unhappy experiences.

But the hard part is to be aware of the first symptoms of danger and resist. Just little annoyances, petty griefs and slight habits can grow quickly and strong. All that is needed is a little practice to aggravate. Suspicion, jealousies and careless habits of study are significant evidences of unhappy days coming. The student is quite likely to note with comparisons, his social situation, grades and activities. If he can resist the annoyance of these comparisons, he will be able to hold a balance which keeps and insures the solidarity of the brain. There are perception, feeling, emotion, ideation, judgment, volition, association of ideas, moral faculties, religious attitudes, and what makes them all possible, memory---all these ready to be tapped at need or desire, each ready to play its part for the sheer joy of expressing itself and to serve as a check on some other attribute which might be carrying itself too far.

SPEECH

Speech is the means of expressing our abstract ideas. It is the most wonderful combination of mind and body interaction. It is the system of symbols of ideas. The need then, is to speak in an intelligent and pleasurable way. If students looked at courses in public speaking in this light and considered that "no mind is well trained where the speaking apparatus is neglected"[1]

1...Hygiene of the Mind p.42
Clouston, T. S. M. D. LL. D. F. R. S. E.
London, Methuen and Co. Ltd., 1912

there would be much less drudgery and fear and dislike for the course. It is this means of communication of ideas which is, thro the auditory senses, writing on some of the phonographic records and being stored away for future reference.

The business of the mind, then, seems to be six fold: it observes what is going on in the environment, keeps accessible record of the past, imagines what might happen if certain things come to pass but finally forming a judgment about what is most likely to happen; it feels keenly, cherishing ideals and, arousing itself to respond to conditions, finally acts vigorously to set in motion some mode of procedure.[1]

(2) He will have to remember that back of the way the brain will receive stimuli and will set the whole system to reacting to them, is the temperament of the person. Temperament is composed of so many factors, of bodily force and the nature of the nervous tissue. Are the glandular secretions right; blood pressure strong or light enough to carry the strain of the body; is energy quickly or slowly discharged and with ease or difficulty? Is the reaction slow or fast, weak

TEMPERAMENT

1...Mental Hygiene p.29
La Rue, Daniel Wolford Ph. D.
N. Y.: Macmillan, 1927

or steady? Temperament of the person depends on these forces and according to the responses he is called sanguine, choleric, melancholic or phlegmatic. La Rue refers to the classification as morose, lymphatic, sanguine, nervous, hysterical and combative.[1] According to Jung, they are classified as introvert and extrovert, depending upon whether the subject applies his "horme" chiefly to himself or to the external world. By Ostwald, the romanticist is distinguished by his "rapid reaction, extremely prompt production and abundance of ideas and projects" from the classicist, who is of slow reaction, lacks enthusiasm, produces with effort, is paralyzed by his own critique and altogether lives removed and shut up in himself. James calls them tender and tough-minded; the former being "rationalistic (going on 'principles') intellectualistic, idealistic, optimistic, religious, free-willists, monistic, dogmatical"; the latter are "empiricists (going by facts) sensationalistic, materialistic, pessimistic, irreligious, fatalistic, pluralistic, sceptical"[2]

Both types are only different aspects of life and living. Some, the Eastern civilizations, are more governed by introversion, while Western civilizations tend toward

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1...Mental Hygiene p.46
La Rue, Daniel Wolford Ph. D.
N. Y.: Macmillan Co., 1927

2...Mechanisms of Character Formation p.217 ff.
White, William A. M. D.
N. Y.:Macmillan Co.,1918

extroversion. But within each are varying stages of the other quality. We will expect the extrovert to blaze trails, be the conqueror of new situations. The introvert will probably be the conserver of the values in the old, relating them to the new. An interplay of both is much more common and more practical.

(3) In the third place, he will remember that along with the possibilities of intelligence and the background of temperament, he has a set of emotions, which will circle some stimuli with a warmth of pleasure and inhibit others with a chill of disgust. "The control and direction of our lives lie here, and what we each need is not alone more 'brains', but a larger conscious control of what 'brains' we have. If intellect controlled our destinies, most of the great problems of the day could be very soon settled; but, as we know all too well, intellect, in its relation to these problems, is largely used for balancing, countering and compromising conflicting emotions."[1] "How thoroughly life is pervaded with feeling and how tragically it may be overcome by inner storm and stress, it takes no very profound reflection to see. The simple pleasantness and unpleasantness of experience, the various forms of emotion and the more permanent traits called moods, sentiments and temperament, make

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1...Mental Hygiene and the College Student
Williams, Frankwood E.
Mental Hygiene, Vol.V, No.2, April 1921

a pattern upon the surface of life like the sunshine in a landscape".[1] Emotions are both helpful and hindering. Some are quite evident, others very subtle. They are all right so long as they do not affect us out of proportion to their importance and if they do not interfere with the ordinary demands of existance.

We are all acquainted with fear, joy, courage, anger, love, sympathy, awe, remorse and the like. Some we recognize on the surface as helpful. It has been some of these qualities which have helped students to leave home and tackle something new. And when he gets lost in the crowd in his new environment, it will be other emotions which will come to his rescue or swamp him entirely. Tho some students come to college unprepared for the scholastic work, "a proper investigation will show beyond any question that in a large number of cases the intellectual ability has been quite sufficient, but that, enmeshed in a complex trap of emotions, from which in many instances they might have quite easily been extricated, these students have been unable to utilize what intellect they had".[2] Courage, curiosity, pride usually urge us on. And how often the little fears hold us back from doing certain things which might have

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1...Applied Psychology p.209
Ewer, Bernard C.
N. Y.: Macmillan Co., 1924

2...Mental Hygiene and the College Student
Williams, Frankwood E.
Mental Hygiene: Vol.V, No.2, April 1921

helped us on to our ambitions! It is only when these emotions stay in their proper places, keep a proportionate keenness and are in correct combination with stimuli, instincts and the like, that life has its warmth and thrill, enough of joy and sorrow, conflict and ease to make it one vast coherence of valuable experience. "All the glow and charm of human existence have their source in the emotions."[1]

The workings of our emotions are automatic. They come and go according to their own ways, regardless of any thot-

EMOTIONS AUTOMATIC

ful attentions from us. Even when attention is called, there can be only little rational control. What can we do in self defense when we know anger is not popular? when we know fear petrifies?

The case is not hopeless if we remember two things about our emotions. (A) With each emotion there are certain characteristic autonomic reactions in the nervous system, the muscles, blood vessels and glands. The stimulus had produced bodily reaction. (B) Within certain limits, the more the emotion is expressed the greater it grows, the more we feel it. "Emotion is the complex combination of the perceptions or ideas aroused by the stimulus, the mass of sensations resulting from the bodily changes and the pleasant or unpleasant tone of the whole mental content".[2]

1...Applied Psychology p.210
Ewer, Bernard C.
N. Y.: Macmillan Co., 1924
2...ibid. p.213

With the different degrees of intensity, forms of expression and ideas connected with certain stimuli, the effect of the emotion is to increase or inhibit bodily activity according to the need. "Nature has bred such reactions in her creatures, partly because they make for life---in other words our emotions, generally speaking, are good for us---and partly because of their intrinsic worth".[1] Since the process is automatic how can we expect to gain control?

If emotions are started by stimuli, grow by use and begin other bodily actions, let us stop using the poor ones before they have been aggravated to unconquerable size.

TRAINING EMOTIONS

Control the stimuli, substitute some other object for the reception of the emotion or produce some other feeling entirely. Then, when possible, control bodily movements, particularly in the muscles. One theory of emotions, the James-Lange, which has had great influence on the present day theories, says the bodily reaction comes first and the feeling afterward. If this is true, how easily some emotions could be overcome! Many a student is worked into a real frenzy before an examination by last minute cramming, running to class, only to have his heart beating wildly and fears encircling. "Energy is expended to no purpose and one result that

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1...Applied Psychology p.213
Ewer, Bernard C.
N. Y.: Macmillan Co., 1924

follows is fatigue, for there is nothing more fatiguing than unpleasant emotions."[1] Too often fear has postponed attack on the review until the night before and he feels he must stay up all night to be prepared for the worst, whereas proper preparation from day to day and a good night's sleep would have made him prepared on facts and physically fresh. Attacking a problem often dispels all fears.

Again, if some other emotion, with curiosity, could be thrown around the subject in which a student is failing because of fears, the situation would be greatly helped. Competition in sports or social prestige, finances and social approval seem to hinder college students more than most other conflicts. Because they are based on fear, so prevalent among human kind, and quite unnecessary to them, we will consider it at length.

"Fear, when normal, is necessary and beneficial; when abnormal, it is needless and a detriment."[2] There are more social and business failures from this FEAR one emotion than anything else. It came out of the past when it was necessary to protect one's self from the enemy. We still use it, not in pugnacious

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1...The Healthy Mind p.76
Elkind, Henry (editor)
N. Y.: Greenberg, 1929

2...Mastery of Fear p.V
Walsh, William S. M. D.
N. Y.: E. P. Dutton and Co., 1924

self-defense, but as the basis of our building substantial homes, storing foods for the winter, our sanitary laws, the building of a navy. To throw away all fear would be reckless. ". . . , fear makes it possible for us to live and enjoy; not only thus are we indebted for much of the progress made, and still being made, in agriculture, astronomy, religion, medicine, industry and in other fields. Truly fear is the beginning of wisdom".[1] "If it is not like love, the force which makes the world go around, it at least keeps the world from straying from its path."[2] Fears make us cautious of health, and who needs to be more cautious than students living in large groups or eating in public places which do not offer balanced menus. Just enough fear should be in the back of a student's mind that he is careful not to neglect his work or let all papers and cramming pile up for the last weeks of the semester. As a device for overcoming this, nothing is more valuable than that he budget his time, providing he does not let the schedule run him.

But fears are not good when they become morbid and paralyze activity. These are the phobias producing reactions all out of proportion to the importance of the stimuli. "They are purposeless, harmful, marked accentuations of normally

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1...Mastery of Fear p.5
Walsh, William S.
N. Y.: E. P. Dutton and Co.,1924

2...Why Men Fail p.264
Fishbein, Morris and White, William A. (editors)
N. Y.: Century Co.,1928

mild fears; they are not justified by the experience of the present day."[1] In themselves, they are not a disease but a symptom, merely an indication of emotional unrest, which in turn may be prompted by physical or mental disturbances, paralyzing or disorganizing mind and body.

It is unfair and useless to say there is no ground for fears. They are a group of feelings centered around certain stimuli, assembled into a complex and magnified by use until the slightest thot of a possibility has grown into a veritable giant, unconquerable. "As one gets interested or excited all receptors of that pattern are opened and others cut off or inhibited, making it easier for the flow of energy to be over the first uninterrupted path rather than being detained by side issues."[2] If the cause of the fear is found and removed, it is not hard to conquer the emotion. According to Dr. Walton, the fearful one should not be encouraged in his quest for absolute safety but should rather be stimulated to add a cubit to his spiritual stature, to realize life is full of dangers to be faced, not avoided, that danger is a feature of the game of life, which constantly to shirk is not to play the game. In other words, attack! To the one who fears

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1...Mastery of Fear p.13
Walsh, William S.
N. Y.: E. P. Dutton and Co.,1924

2...Mental Hygiene
La Rue, Daniel Wolford Ph. D.
N. Y.: Macmillan and Co., 1927

disease, say, "Play the game; you'll never be quite safe until you are dead".[1] People usually hold up better under the information that they have an incurable condition than they bear the fear that they might have one.[2]

Fear influences body and mind more than any other emotion, and there is no function, conscious or unconscious, that may not be modified by it. The unconscious or autonomic activities are most subjected to its excitations.

FEAR AND ACTIVITY

Taking the example of flight as the result of fear, we see how the active body needs more food supply. This is carried in the form of sugar in the liver and must be oxidized before it is ready for use. Oxidation means extra work for lungs and heart. It also means heat, but since the body cannot work so well at high temperatures, the sweat glands must begin their service. It seems almost unreasonable that one emotion should cause all this commotion.

Mentally the mind seems more active in fear. There is, because of the narrowing of the field of interest and consciousness, a keener sense of perception. Since education widens spheres of interest, it would be expected that there would be fewer cases of abnormal fears in college

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1...Calm Yourself p.42 f.
Walton, George Lincoln M. D.
Boston; Houghton Mifflin, 1913

2...Why Men Fail p.268
Fishbein, Morris and White, William A.
N. Y.: Century Co.,1928

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than elsewhere, tho it is not the case. Fears cannot be controlled by will, for they were not incited by it and "once incited, impulses are automatically sent out by way of the sympathetic nervous system to all parts of the body and when sent out cannot be recalled".[1] Only two alternatives are open: controlling the amount of fear, particularly in the muscles, or substituting another object as the recipient. "Reach a positive attitude toward the difficulties. . . . A wrong positive attitude is better than doubt, indecision and fear."[2]

One problem of the college student which looms large is his feeling of inefficiency in some things, his fear of attack, or as some have called it, inferiority. This fear often comes because of ineffective social adjustment, unsatisfactory previous training and habits of study, or the fear of facing facts. Each should be given a task proportionate to his ability, regardless of whether it will require three or five years for him to complete his work satisfactorily.

INFERIORITY

While Freud introduces sex as the sole basis for human activity and Adler elects inferiority, "it seems that a more sane attitude with which to face the problems of motivation is to study a variety of factors, for human nature

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1...Mastery of Fear p.18
Walsh, William S.
N. Y.: E. P. Dutton and Co., 1924

2...Why Men Fail p.280
Fishbein, Morris and White, William A.
N. Y.: Century Co.,1928

has many diverse sides".[1] While compensation for inferiority does play an important role, and should be supplemented by other views of the origin of motives, it remains a valuable basis for the study of paths leading to superiority and the realization of ideals.

The thot that "The Lure of Superiority" is more important than the depression of inferiority is shown in a book of that title by Dr. Wayland F. Vaughan and the whole trend of modern pedagogy. There must be the positive urge rather than the negative pull in trying to make any adjustment, and particularly is this so with normal college folk. "Unfortunately, the sense of inferiority produces an over accentuation of the ego which, in turn, viciously aggravates the maladjustment."[2] Instead of noticing the inferiority, we need to find something the student can do and do well, which will give him the joy and challenge of social approval and "enables him to keep his self-respect, an essential element in mental health".[3]

Horace gives this injunction, "Keep an even mind in adversity, and in prosperity show no overweening joy". The same thot comes from a modern neurologist as he proclaims; "In my belief, nervous prostration would be rare if we were so constituted that we could leave out needless fears and

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1...The Lure of Superiority p.VI
Vaughan, Wayland F.
N. Y.: Holt and Co., 1928
2...ibid p.65
3...ibid p.VII

fret, avoid swearing or feeling like swearing, if we could argue without acrimony, could stifle our aversions, could resist the temptation to play the martyr, and could listen to criticism and ridicule without getting 'hot under the collar'".[1] We would accomplish double the amount of work in the world.

DEPRESSIONS

Depressions often come to those of real mental ability and high aspiration. In High School and College we find many cases because of the difficulty of achievement, social disappointments and the like. "Frequently he thinks he is blue because he didn't make the team, whereas he really didn't make the team because he was blue."[2]

This melancholia has beginnings in slight inactivity, suggestion of undue preoccupation, sleep disturbance, loss of weight, worry, feelings of inadequacy, uselessness. Loss of interest with corresponding loss of efficiency are the symptoms. He needs to have his attention turned to something he can do well in order that he may gain back his confidence. It is much more useful to know you can do something well than to know when you are conquered. It will need some intelligent reflection in finding and substituting the desirable object. Some people can reason themselves

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1...Calm Yourself p.4
Walton, George Lincoln M. D.
Boston; Houghton Mifflin Co.,1913

2...Why Men Fail p.210
Fishbein, Morris and White, William A.
N. Y.: Century Co.,1928

out of their difficulty but more often they need an understanding friend. "Intellectual inferiority complexes melt away like thin snow in the proximity of love and the liberation of the soul is complete."[1] Many recommend interest in religion, "the love of something ineffable---God, beauty, Nature, the devotion to a task---these save some from depression . . . . Some think that it is the relinquishing of the intensity of religious faith or its failure to engross its adherents as formerly that has brought about the increased number of depressions in these latter days."[2]

Worry is another form of fear; looking forward expecting some uncomfortable situation to be feared. By conquering some of our habits of mind, we can overcome this. If we limit our thots to the task in hand, if we were more orderly in the little things and forgot the million and one things even now knocking for attention, it would help. Too often when chairman of a group, students do not know how to release responsibility when they have assigned a duty to one of the group. When a responsibility has been assigned to another, forget it. The dissociation of ideas in this connection seems as important as the association of ideas in most learning.

Our attitude toward our worries is the caption to

1...The Art of Thinking p.123
Dimnet, Ernest
N. Y.: Simon and Schuster, 1929

2...Why Men Fail p.219
Fishbein, Morris and White, William A. (editors)
N. Y.: Century Co., 1928

the situation. "Nothing can vex a philosopher". With this for a goal and a genuine desire to reach it for our ambition, we are already on the way. "Am I, a portion of the Infinite force that existed billions of years ago, and will exist billions of years hence, going to allow myself to be worried by any terrestrial, physical or mental event?"[1] Cicero's desire was that he might die "with a mind prepared and tranquil". We can overcome our worries and even beyond that "one can become just as optimistic and free from care as one had been pessimistic and torn by anxiety".[2]

WORRY AND THE PHILOSOPHER

Tho sometimes worry is tracible to, or aggravated by, excessive smoking, indulgence in tea or coffee, insufficient exercise, improper living habits, in which case a correction of the error will bring about a cure or an amelioration, still it is "more often the offspring of dissatisfactions, frustrated desires, buried sorrows and anxieties and conflicts of one kind or another."[3]

Worry defeats sleep and by depriving us of adequate rest it adds fatigue and therefore more burdens, in a vicious circle. "Its mastery takes time and patience; but if these are given, and especially if you have sought to

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1...Mental Efficiency and other Hints to Men and Women p.116
Bennet, Arnold
N. Y.: George H. Doran Co., 1911
2...Mastery of Fear p.31
Walsh, William S. M. D.
N. Y.: E. P. Dutton, 1924
3...ibid p.290 ff.

discover and to remove any probable incitant of the worry, you are sure to win release and with this, peace and the ability to direct the thoughts at will."[1]

PRACTICAL USE OF RELIGION

For mastery of fears and worry, Dr. Walsh has suggested the effectiveness of religion, "especially daily prayer"; and interest in charitable institutions, so that the mind is diverted from the worry to some one else, rather than to things. Learning a more charitable and tolerant attitude toward those about us who use incorrect English, have poor manners or dress peculiarly is one of the trials of the college student, making not only themselves miserable, but withholding many a pleasure from the one accused. Religion, developing the interest in the personality, helps develop tolerance.

Remembering then that "worries are like babies; they grow fatter the more they are nursed"[2] and "anyone can stand what he likes. It takes a real philosopher to stand what he doesn't like"[3], start the conquest of fears and annoyances.

(4) A fourth thing the student will find as he learns

1...Mastery of Fear p.290 ff.
Walsh, William S. M. D.
N. Y.: E. P. Dutton and Co., 1924
2...ibid p.300
3...Calm Yourself p.32
Walton, George Lincoln M. D.
Boston: Houghton Mifflin Co., 1913

to know himself, is that within him there are definite drives, those of the instincts and those of the "libido", the inner urge, the horme, or whatever it may be called.

INSTINCTS

Mc Dougall has called the instincts the "prime movers of all human activity"[1] and continues to show that if they were taken away, we would be inert, motionless beings, likened to the steam engine when the fires have been removed. "But to understand the instinctive equipment of man is to comprehend the direction in which activity is likely to run, to perceive in some measure, what kinds of activity individuals are likely to seek and avoid."[2] Those activities which are common to all men regardless of environment and also found in higher animals and which are evident from very early life, functioning more or less adequately, tho taking different forms at different periods, constitute the instinctive make up of man. If we take Dr. White's definition of conscious we can say that instincts are not conscious. He says that consciousness is "not as a concrete thing in some way different from but united with the body, but as that series of phenomena which come into existence at certain levels of the processes of integration and adjustment".[3] In other words,

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1...Psychology for Students of Education p.124 f.
Gates, Arthur I.
N. Y.: Macmillan Co., 1927
2...ibid.
3...Mechanisms of Character Formation p.34
White, William A. M. D.
N. Y.: Macmillan Co., 1928

actions and reactions are so very natural that we do not realize them until something comes into conflict and the friction draws our attention. We are not conscious of looking and seeing until our eyes are over-tired. We do not notice our breathing until in some way it is hampered.

PERSISTENCE OF INSTINCTS

Instincts are implanted within us so strongly that they stay. "Each has its course of growth, its maturity and eventual decay but in the main development is gradual and maturity is of long duration."[1] Certain instincts, such as the use of the sense organs, show themselves immediately; others appear in all prominence at pubescence; while others, such as the ossification of the bones, come much later.

This much information about the instincts would be very discouraging. Some people do rest on some of these and give up hopes of ever changing their dispositions or activities. Tho the minute elements of response are not readily changed, they are more easily rearranged than people would think into new and acquired patterns. "Learning consists in the reorganization of native units into new patterns of response."[2] For a while one instinct, then another, will have what seems full charge and all those not closely allied will have to take second place. All the time one instinct

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1...Psychology for Students of Education p.127
Gates, Arthur I.
N. Y.: Macmillan Co., 1927
2...ibid. p.122

is holding another in check, and the happiest lives are those in which all instincts take their proper places as a great symphony, each playing a part which could not be omitted, tho not noticably outstanding, except at times when it carries the burden of the melody of life. Just as all colors can be made from the three primary ones set in different proportions, so new lives can be made by the manipulation and inhibition of instincts. This is education. "A knowledge of the nature and the strength of these instinctive tendencies enables one to select stimuli for their arousal and consequently to exercise some control over the behavior of people",[1] even over one's self. The appeal to the instincts is particularly noticable if one will watch advertising and salesmanship. The appeal "for the sake of your child" has often clinched the sale of a book. Instincts are ready to be appealed to, ready to act, and each stimulation is surrounded with a feeling of pleasure or displeasure.

CLASSIFICATION OF INSTINCTS

Writers differ greatly in their groupings of the several instincts; just how many and what they are. Gates arranges them in three divisions, according to responses. (1) Those instinctive responses to bodily conditions, such as

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1...Applied Psychology p.26
Hollingsworth, H. L. (Ph. D.) and Poffenberger, A. T.(Ph. D.)
N. Y.: Appleton and Co., 1923

eating, sleeping, getting warm when cold and other such needs. (2) Those instinctive responses to objects or events in the environment. These would include walking, manipulation, submission, avoiding reactions and collecting. (3) Those instinctive responses to the presence and activity of human beings, such as mating, parental feelings, gregariousness and social approval. Hollingsworth and Poffenberger are a little more explicit and name them the instincts of self-preservation, curiosity, collecting, pugnacity, sociability, imitation and racial, while White says, "The most recent thought, however, tends to reduce them all to expressions of but two prime instincts which are characteristic, not only of man, but of all living things, namely, the self-preservative or ego-instinct and the race-preservative or sexual-instinct."[1] The immediate object of the former is to gain domination over the environment and to gain pleasure in the latter.

THE SEX INSTINCT

A great deal has been written as to the place of the sex instinct and among the investigating specialists themselves there is a difference of opinion. It is one of the most delicate and dangerous problems which has to be faced. The Freudian theory that the underlying principle of every case of nervousness is a

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1...Mental Hygiene of Childhood p.22
White, William A.
Boston: Little, Brown and Co.,1923

sex trauma which may have been produced in the child's mind while still very young and that this trauma leaves a strangled idea deep in the subconscious mind, has played a big part. "The good that Freud's method has done in the hands of the very few high-minded physicians capable of using it with discrimination and skill is as nothing compared with the harm that has been done by the thousands of men and women without medical education."[1] Every normal feeling is dragged out and examined with the sex interpretation and starts a whole new set of worries in the mind of the patient.

In the present day discussion of sex as an instinct, there are usually three outstanding mistakes: that sex has only one expression, physical; that this single expression is the supreme value in life; and that being such, brooks no substitute and cannot be satisfied this side of that expression.

But others take the attitude that there is more than one expression, that as a race preservative instinct it calls forth not only physical, but mental and social pleasure and creativity, in the works of artist, builder, teacher, preacher, in fact in all those "who express themselves in their work and are creative in it".[2]

1...Dangerous Currents
Cowles, Edward Spencer M. D.
Woman's Home Companion, Vol.LI, No.11, Nov. 1924

2...Mental Hygiene of Childhood p.31
White, William A. M. D.
Boston: Little, Brown and Co., 1923

This problem in college has been greatly aggravated by the social problem. Recreation now seems to demand two things, privacy and excitement. The automobile has been a great contributing factor, especially in diminishing scholarship, and petting and privacy are common certainly, "but actual immorality between university men and women is not. . . . I am inclined to think that recent books on college life exaggerate the amount of loose conduct among college students"[1][2] Tho men meet women of near-by cities "it is not at all clear that there is more sexual laxity among college men than there was fifty years ago"[3]. Certainly college students generally have broken many ideas of proper conduct but have not been so immoral as has been reported.

A few studies would seem to confirm this opinion. Dr. Winefred Richmond at Vassar, reports on 185 girls and six teachers who were reported to the psychiatrist; 44 were suffering from severe nervous disturbances, 13 with mental depressions, 4 serious sex difficulties and 4 others definite suicidal tendencies and a few were so ill it was necessary to put them in hospitals. Many others had minor difficulties that might have led to serious trouble if not taken in time.[4]

1... Such as "Town and Gown", L. and L. S. Montross and "The Plastic Age", Percy Marks.

2...The Campus p.168
Angell, Robert Cooley
N. Y.: Appleton and Co., 1928

3...op.cit.

4...Colleges Find Mental Hygiene Helpful p.387 (A review)
Hygeia, Vol.VIII, No.4, April 1930

Sex offenses have been listed by Miss Leatherman and Dr. Doll, along with stealing, lying, forgery and drinking, as one of the major maladjustments and serious enough to bring the student into court except that the American courts expect the faculties to care for such cases. Tho these cases are more numerous than is commonly realized, they "represent comparatively few types of colleges" and from the monograph, "A Study of the Maladjusted College Student",[1] it would seem that the sex difficulties are not so many as some have made them. In summarizing case studies of moral problems, in which sex was included, Mrs. Pressey notes that "with one exception (of those cases listed) the motives and desires of the person who seemed at fault were fundamentally good. . . . And understanding of the situation and a larger perspective regarding it were distinctly helpful; and there was evidence that the total difficulty might largely have been avoided if such information and wise understanding had come earlier".[2]

"To the thoughtful observer the improprieties of the university men and women are not the most discouraging element in their common life; rather, it is the superficiality of their mutual interests, the lightness, the inconsequential

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1...A Study of the Maladjusted College Student
Leatherman, Zoe Emily and Doll, Edgar A. Ph. D.
University Studies, Ohio State University, Vol.II, No. 2, July 30, 1925

2...Some College Students and Their Problems p.79
Pressey, Luella C.
Columbus, Ohio: Ohio State University Press, 1929

nature of their conversation".[1] The criticism that all college life is social is rather pessimistic, but general. "Although the mingling with members of the opposite sex is deemed a delightful accompaniment of college life and is looked forward to by many, it is considered of primary importance by only a few women and almost no men. . . . If we, and especially our university students were interested in more fundamental and vital things, all this triviality would vanish. Raise the level of the student life to a truly intellectual plane and coeducation almost certainly becomes an asset".[2]

"The tendency is always toward better adjustments, higher aims, and it is the function of mental hygiene and education to free all the better, more constructive tendencies from the crippling domination of instincts which, by their operations, would impair the fullest expression of the powers and possibilities of the individual."[3] Fill life with the ideals of a true companionship in the spirit of cooperation and creative work, play, art and poetry and it will develop from the sex instinct, not self-indulgence and sterility, both artistically and physically, thro self-expression, but rather loyalty, love and creativity thro self-realization.

1..The Campus p.170
Angell, Robert Cooley
N. Y.: Appleton and Co., 1928
2...ibid p.170 ff.
3..Mental Hygiene of Childhood p.32
White, William A.
Boston: Little, Brown and Co.,1923

All the discussion so far would show how alert our bodies and minds are. We are not naturally lazy, but active, and inertia is just the response to the wrong stimuli.

OTHER INSTINCTS

Draw out another instinct, stimulate it and activity will grow. If the curiosity instinct were challenged, students would find laborious hours spent with books becoming hours of joy and the thesis a game of the manipulation of ideas. It would take the "ought" out of reading some of the classics and we would find ourselves snatching big or beautiful or astonishing ideas rather than laboriously reading word for word and thus wasting time.

Books can call out another instinct, that of collecting. Whether one reads them often or not, the very fact of having his own library is worth while, for as Arnold Bennett says in speaking of some of Berkeley's works which he has, ". . . for when I look at him some of his virtue passes into me; I am the better for him. A certain aroma of philosophy informs my soul, and I am less crude than I should otherwise be. This is not a fancy, but fact."[1] What better device is there for mental hygiene than using the instincts to surround ourselves with something beautiful, to raise our thots above the regular "work-a-day" drab world.

The gregarious instinct has had quite the upper hand in the formation and continuance of clubs and fraternities, but

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1...Mental Efficiency p.81
Bennet, Arnold
N. Y.: George H. Doran, 1911

most of them have been so prohibitive that it has also aggravated the gregarious instinct of others less fortunate, for "college social life is very much a thing of caste and snobbery, a life that echoes the fashions and customs and prejudices of the world that it imitates. . . . Youth in its thoughtlessness can be very cruel."[1] Tho the "'rushing' is so wild and so insistent and takes so much time that the freshman is rarely able to find himself properly in his surroundings or to get the right start in his class work",[2] it does give a sense of being initiated into the whole college. "The American people have been influenced and uplifted by their educated leaders, many of whose characters were molded and developed in the atmosphere of human love and friendship among fraternity members."[3]

To the end of satisfying this gregarious instinct, Stephen Leacock of Mc Gill University insists the first need in establishing a college is to have halls of residence. "Learning to live with a group is a great preparation for life after college".[4] It is interesting that many presidents of colleges and universities which have halls of residence

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1...Personality Development as a College Problem
Howard, D. T.
Educational Administration and Supervision
Vol.XV, No.1, Jan. 1929

2...Which Way Parnassus? p.126
Marks, Percy
N. Y.: Harcourt, Brace and Co., 1926

3...Twenty Years Among the Twenty Year Olds p.69
Hawes, James Anderson
N. Y.: E. P. Dutton and Co., 1929

4...Dormitory Values for Students
Moulton, Ella Lee
School and Society, Vol.XXIX, No.742, March 16, 1929

have found that, in spite of the opportunity to waste time, those living in the halls have higher academic averages than those living under other conditions.

But what happens when the instinct is thwarted? It is ready to act and not to do so is annoying. Sometimes it is society, sometimes ideals, which inhibit and the situation must be relieved. People meet such occasions in various ways. Some can maintain a poise and balance in the most trying of situations while others "fly off" at the least pretext. When an emotion cannot be outwardly expressed, it is natural that there be some inner substitution. One will play the "conquering hero", with his imagination making him a great leader, highly esteemed. Just the opposite, is the "suffering hero", who is so shamefully picked on by his professors. "Overt acts of martyrdom, ranging from the refusal to eat or play to the infliction of injuries, the simulation of illness or actual suicide, may be the outcome of prolonged or impulsive introversion of the suffering hero type."[1] If he identifies himself with satisfactory situations or characters which he may attain later, it is harmless so long as it does not interfere with his work and living now.

CONTROLLING INSTINCTS

Another device is rationalization, tho irrationalization would describe it better. "Ideally, reasoning is the process

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1...Psychology for Students of Education p.189
Gates, Arthur I.
N. Y.: Macmillan Co., 1927

of impartial manipulation of the evidence to achieve the logical conclusion, however disastrous the results may be to our own wishes. Rationalization means more or less complete blindness to all evidence except what furthers our side of the case."[1] The student argument of the lack of time is almost always such a case. Why weren't papers in when due or correspondence with former friends kept up? "The real motives often lie deeper than those we give and what is equally significant, we often do not ourselves appreciate just what they are."[2] Rationalization is a subtle process. We make our excuses, even to ourselves, and go ahead acting in accord with our strongest desire.

But to do what is most pleasing rather than what is necessary, sometimes will require that the cause of conflict is projected to some innocent factor. Poor students or those with bad study habits will develop cases of eye strain to be excused from work and receive the sympathy of class-mates.

When there is "mental conflict or clash between an ambition or a wish which is inharmonious with the facts of real life"[3], there is likely to be some form of compensation. Atoning for a guilty thot or act, one may attack someone else. Inferiority may be compensated with a bravado or arrogance,

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1...Psychology for Students of Education p.190
Gates, Arthur I.
N. Y.: Macmillan Co., 1927
2... ibid p.192
3...Your Mind and You p.19
Pratt, George K. M. D.
N. Y.: Funk and Wagnalls Co., 1924

and win an argument with lung power rather than with logic. In writing an examination, lack of information may be compensated by volubility. "Generally, it is used as an alternative activity for something we have not been able to attain and because it is man's lot to seek satisfaction wherever he can find it, a compensatory activity is usually the next best thing to the unattainable original."[1] It is a "powerful aid toward the preservation of mental balance".[2]

Often there is over-compensation for "youth is the age of extremes: if the young commit a fault it is always on the side of excess and exaggeration".[3] But for those understanding themselves and trying to make adjustments, they find that "between cowardice and rashness is courage, between stinginess and extravagance is liberality, between sloth and greed is ambition, between humility and pride is modesty, between moroseness and buffoonery, good humor; between quarrelsomeness and flattery, friendship; between Hamlet's indecisiveness and Quixote's impulsiveness is self-control".[4]

Suppression is dangerous. There are many desires which the individual cannot allow to come to the surface because of

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1...Your Mind and You p.22
Pratt, George K. M. D.
N. Y.: Funk and Wagnalls Co., 1924
2...Lure of Superiority p.VI
Vaughan, Wayland F.
N. Y.: Henry Holt and Co., 1928
3...Story of Philosophy p.87
Durant, Will Ph. D.
N. Y.: Simon and Schuster, 1926
4...ibid. p.86

social taboos or his own conscience. But they can be sublimated. In other words, bring forth some worthy desire to take its place and let all emotion and energy have vent. The results desired are so much more "readily accomplished if his energy is directed toward self-chosen interests"[1], for "all suggestion is successful in reverse ratio to the opposition it arouses"[2]. These may be fraternities, clubs, church work or just finding some other student who needs help in some way.

These are acquired adjustments. Just how or why or when we learn them, one does not know, but they are present and tenacious; some painful, other useful. They are habits, and like habits can be conquered or supplemented. The great thing, then, in all education, is to make our nervous systems our ally instead of our enemy. . . . And tho we have noted some of the bad activities and habits one way to get started right is to make sure we are not started wrong.

We have seen in pages thirty-nine to forty-one that our bodies are ready with two tendencies, to act and to inhibit. Tho these acts are based on instincts, they are used over and over again forming habits, the economy of rational living. In an age of efficiency, much of our activity should be reduced to the simplest form of expression, so that after many

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1...Outwitting our Nerves p.383
Jackson, Josephine A. and Salisbury, Helen M.
N. Y.: Century Co., 1921

2...Springs of Human Action p.313
Thomson, Mehran K. Ph. D.
N. Y.: Appleton and Co., 1927

repetitions the movements become so closely associated together that they may go on without conscious control, thus making life flow more easily, more smoothly, with the unnecessary elements eliminated. By making many things habitual, we are releasing the effort of our minds for other activities.

Since "so many of our sins are those of omission, the result of unfortunate inhibitions, and are neither easily recognized nor easily remedied"[1], the more we have released our time and energy for rational insight and inquiry the better. Our nervousness and lack of continuity of purpose show because we do not make living an art. "Excellence is an art won by training and habituation; we do not act rightly because we have virtue or excellence, but we rather have these because we have acted rightly; these virtues are formed in man by his doing the action. We are what we repeatedly do"[2].

Since a habit is a complex system of reflexes which function in a serial order when the child or an adult is confronted by the appropriate stimulus, learning some of the principles of habit formation will be helpful. These are applicable to habits of the mind as well as motor activity. Recency, frequency, vividness of impulse and emotional tone

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1...Signs of Sanity and Principles of Mental Hygiene p.200
Paton, Stewart M. D.
N. Y.: Scribner's Sons, 1922

2...Story of Philosophy p.87
Durant, Will Ph. D.
N. Y.: Simon and Schuster, 1926

are all contributing factors. We can expect that response to become habitual which has most recently, most frequently been used, was most vivid in impression and had the most pleasant feeling tone.

The real arrest of development is the crushing out of adaptability, the power of breaking old habits and forming new ones. This is a fundamental danger in mental health. "Plasticity, adaptability and adjustment mean youth, sanity and mental health. Habituation and inability to adjust to a changing environment means senility, often mental disorder."[1]

The final real suggestion to the college student comes from James, suggesting that in order to keep the faculty of effort alive one should do a little gratuitous exercise each day. "If he keep faithfully busy each hour of the working day, he may safely leave the final result to itself. He can with perfect certainty count on waking up some fine morning, to find himself one of the competent ones of his generation, in whatever pursuit he may have singled out. Silently, between all the details of his business, the power of judging in all that class of matter will have built itself up within him as a possession that will never pass away. Young people should know this truth in advance. The ignorance of it has probably engendered more discouragement and faint-heartedness

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1. The Normal Mind p.186
Burnham, William H. Ph. D.
N. Y.: Appleton and Co., 1925

in youths embarking on arduous careers than all other causes put together."[1]

"Extreme high tension of our American life, combined with the crowded curricula and the variety of the extra-academic interests all tend to produce conditions in our schools, colleges and universities that are particularly unfavorable for acquiring the art of sane as well as original and creative thinking."[2] But if the student knows something about himself, physically, mentally, emotionally and understands his habits, not only of activity but of thinking and mental adjustment, he will have a much better chance at an outlook of happiness. "It is the growing richness and accuracy of self-knowledge, and nothing else, that makes it possible to direct actions effectively, to secure welfare and to improve both character and powers."[3] He must actually know it for himself for "the man who lives an echo life, or on hear-say, is farthest removed from the highest type of mental and moral well-being".[4] Do weak points exist in his life? They do not need to be known by others in order to find help. "'Know thyself' is an axiom of enormous hygienic service to be frequently

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1...Principles of Psychology Vol.I, pp.120-127
James, William
N. Y.: Henry Holt and Co., 1890

2...Signs of Sanity and Principles of Mental Hygiene p.231
Paton, Stewart M. D.
N. Y.: Charles Scribner's Sons, 1922

3...op. cit.

4...Mental Hygiene as Taught by Jesus p.27
Mac Leod, Alexander B.
N. Y.: Macmillan Co., 1925

applied by every reasonable man and woman."[1] To be able to consider a question, to reverse our whole attitude on it, to be able to learn and unlearn and relearn, ever to keep wide awake---these are the marks of sound mental health,"[2] for they are based on knowledge of mental reactions and the control of our emotions.

1...Hygiene of the Mind (6th edition) p.199
Clouston, T. S. M. D. LLD. F. R. S. E.
London: Methuen and Co. Ltd., 1912

2...Mental Hygiene as Taught by Jesus p.38
Mac Leod, Alexander B.
N. Y.: Macmillan and Co., 1925

PART III

CHAPTER II: IDEALS

IDEALS

So far we have been speaking of the mind and body as two interplaying factors in relation to stimuli from without. But these are not all. "Every thought that arises, every emotion that stirs, is significant only as part of the larger life of a personal being."[1] While we have been emphasizing the lawfulness and naturalness of the bodily and mental activity, we have not lost track of the ideals which guide such activity.

Students, especially in the latter years of college days, are looking forward with such eagerness, hopes, fears and earnest resolves as they are facing the question "What shall I do?" Parallelling this should be this other question, "What sought of a person shall I be?" and as he observes the lives of others or hears their opinions and associates both with his experience, he is building his ideals. At first as he strives toward them, they are only imaginings of his heart but then they begin to grow and almost imperceptibly impress themselves in the outer life; for "as a man thinketh in his heart, so is he".[2]

Building and using his ideals distinguishes man very definitely from the animal and is a strong force in his self-

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1...Experimental Psychology and its Bearing upon Culture p.306
Stratton, George Malcolm Ph. D.
N. Y.: Macmillan Co., 1914

2...Bible: Proverbs 23:7

culture. It is the only basis for self-respect which is the very "cement of character". True self-respect is in being, not seeming. It has a power not only to form a vision of strength, wisdom, righteousness, nobility, but to give him an urge to attain it. He is asking not only the cause and effect in things about him, but seeking the purpose and end and his part in it. Duties are to be done, tasks performed, society changed and a contented self developed. His part in it is magnified. He is a physical, intellectual, social, moral, aesthetic and religious being[1] and as such finds his place in the world with certain standards leading him on.

Since we have noted the definite relationship of mind and body, the physical ideal cannot be neglected. Fortunately this has a great appeal to most boys and girls all thro school for the bodily ideal is an implacable foe to all forms of vice, and especially to those that more easily beset the adolescent youth.

Without this there could not be the intellectual ideal, the clear thinking, the understanding, for as the body is weakened it reflects on the vigor and tone of the mind. It is not the list of facts which will count, but the association and arrangement and final deductions. Images cannot be kept out of the brain any more than we can stop breathing, but we

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1...Psychology in Daily Life p.99 ff.
Seashore, Carl Emil
N. Y.: Appleton and Co., 1913

can choose those pictures and thots upon which our minds will rest. Time should be spent with books which will enrich, will challenge thot, not put us to sleep. "Do not read good books. Life is too short for that. Only read the best."[1] "Whoever has read the best books---not exclusively the classics, but the critics and scientists of the past two generations---has acquired not only information but a method of thinking. Intelligence is as contageous as gracefulness and wit used to be in the eighteenth century. . . . Educated men who thus absorb the results of collective efforts are constantly made to see the relation between ideas or between facts, and they take the habit of looking for such relations themselves."[2]

Professor Sisson suggests an ideal of honor rather than using the word "moral", for the latter would carry with it many prohibitions and negations. This would never do, for an ideal is "no mere notion or conception, and above all never can be a repugnant or unpleasant thing, but must always have the power to charm and fascinate the one whose character it is to enter".[3] It will bring daring, fairness, duty. It will bring a new sense of honor as he faces conflicting ideas. He will not be selfish and unscrupulous in the cultivation of

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1...The Art of Thinking p.128
Dimnet, Ernest
N. Y.: Simon and Schuster, 1929
2...ibid p.171 ff.
3...Essentials of Character p.119
Sisson, Edward O. Ph. D.
N. Y.: Macmillan Co., 1915

his self-regarding ideas, nor absurdly sentimental in over estimating the importance of group relations, nor intemperate and unintelligent in his sexual relations.

"If we will indulge in a little introspection, we shall find that our mind is peopled with more incipient obsessions than ideas, and that their presence is largely the cause of our impotency."[1] To be honest with ourselves, we ought to get away alone. "Solitude produces an exhilaration of consciousness, the consciousness of our innermost, whatever that may be."[2] Another kind of solitude is concentration. Those who cannot concentrate are often conscious either of "a heaviness nullifying every intellectual effort, or of a volatility precluding any but a tip-of-the-wind contact with the object of attention".[3] It is this group who make the most of the disturbance in the library as they sit down with a book and then think of a hundred and one things to be done and planned and jump from one thing to another accomplishing none.

Since a considerable part of one's life is to be spent in work, a new pride should be built into doing things well and building an ideal, not the standards of others about one, but a growing ideal for one's self, always kept enough beyond us to challenge, but not so far as to be discouraging.

These have been essentially self-centered or individual aims and ideals, tho society will gain there-by, "for none of

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1...The Art of Thinking p.42
Dimnet, Ernest
N. Y.: Simon and Schuster, 1929
2...ibid. p.92
3...ibid. p.95

us liveth to himself".[1] If the student accepts the implication that his education is "the process of enhancing the value of the individual and binding him to the race"[2], he will begin to think of how he may be useful in society. It is here that we find the highest form of self-realization. Always as he works with others, he will find personal urges, feelings, dislikes cropping up but he has a service to perform for humanity and personal factors must take second place.

The very fact that he has received a higher education places the responsibility of honorable service just that much higher, challenging all his intellect and much of his love and devotion. He will appreciate that with his rights as a citizen, there are also obligations; with his opportunities and abilities, challenges and responsibilities.

Religion has a very definite and strong influence in the formation of ideals. They tend to work out together, and much of it works out socially. "The word 'religion' is an indication of the intimate connection between religion and conduct, for the word means rather scruple or conscience than any rite or ceremony; and the great definitions and formulas of various religions all agree in making life and action the final embodiment and evidence of genuine religious spirit. Especially is this true of Christianity, as will appear in

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1...Bible; Romans 14:7
2...Essentials of Character p.132
Sisson, Edward O. Ph. D.
N. Y.: Macmillan Co., 1915

all the public discourses of Jesus, particularly the Sermon on the Mount and the Allegory of the Last Judgment."[1]

But there are certain other values to be worked into one's religious ideals besides the service ideal. There is a God in the universe and in the moral development of man. "No considerable part of a race or people has ever got away from the conviction that righteousness and God are somehow one and the same; even the intellectualists for the most part agree with Arnold as to the real existence in the universe of a 'Power, not ourselves, that makes for righteousness'"[2]

We are often told that college students have no religious beliefs, they have no convictions, that the frivolity and the rush of modern life have made them forsake old laws as superstitions and taboos. On the other hand, there are those who because of their wishes and prejudices see nothing but goodness and virtue. At Ripon College, however, a real test was made when entering freshmen were given two similar tests of twenty-five affirmative statements. The test convincingly shows that (1) freshmen have convictions; (2) that they are not misled by the phraseology of the statements but respond according to their beliefs. Since they have not yet had any lectures in the college, suggestion is not a factor. (3) that they are more inclined to believe than to disbelieve. For the

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1...Essentials of Character p.171
Sisson, Edward O. Ph. D.
N. Y.: Macmillan Co., 1915
2...ibid. p.175

most part they are not "luke-warm". (4) What do they believe? The existence of God, and the soul, the divinity of Christ and His mission, the Ten Commandments, but are inclined to disagree with the existence of a devil and angels.[1] Some students who have stayed under the authority of their families or the church and have not thot much about their religious beliefs and science or who come from certain sections of the country where a scientific view has not been introduced into the high schools will have another problem during their college days, namely the religious one. In the personnel bureau this may be brot to light and with the wise counselling of a faculty member worked out with a newer and richer attitude than the student had before.

All the ideals mentioned have their Christian implications. To care for the body is to keep it as the Temple of the Spirit of God;[2] to think deeply and truly is to find truth, God; to serve mankind, even to losing his life, is to follow the Christian Example, who taught, "He that findeth his life shall lose it: and he that loseth his life for my sake shall find it".[3]

Then knowing ourselves, our present status and possibilities and ideals, forgetting what is behind, the mistakes

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1...Religious Beliefs of College Freshmen
Dudycha, George J.
School and Society, Vol.XXXI, No. 789, Feb.8, 1930
2...Bible: I Corinthians 3:16
3...Bible: Luke 9:24

made, the goals not noted or aimed for and missed, attack the future with force and faith and the assurance that new realizations of old powers and ideals and fundamental principles of using those powers can reach the goal of a happy useful life.

PART IV

ADMINISTRATION OF MENTAL HYGIENE IN SOME COLLEGES

WHAT SOME MODERN COLLEGES ARE DOING

Several colleges are definitely trying to meet the needs of the students in making real adjustments, in helping them to know themselves and to build ideals. A very challenging and appalling, yet encouraging, response comes from those departments which are really functioning. It is challenging and appalling as conferences bring to light many a perplexing problem usually kept under cover by the student but brot to light in the personnel department. It is encouraging because many of the problems are easily cared for when placed before a trained psychologist or psychiatrist and the prescription conscientiously worked out by the student. The fact that a student at Vassar who had been stealing could be restored to her class and graduate with Phi Beta Kappa honors means two things: first, that there has been great development in the student herself, and secondly, that the faculty has looked upon the offence and its elimination with less stigma than faculties would have years ago. "This seems to me a real achievement in a short time in educating a group of professors to the point of mental hygiene, which is, I take it, that mental illness is just as frequent and as genuine as other long recognized illnesses, and should be treated in the same way---that is by reference to a skilled specialist"[1]

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1. Value of Mental Hygiene in College
Thompson, C. Mildred Ph. D.
Mental Hygiene, Vol.XI, No. 2, April 1927

In the years 1922 to 1927, the growth of interest in, and organization of, mental hygiene departments in colleges was great. In 1922, seven out of fifty-four colleges had mental hygiene sections; in 1924, three out of twenty; in 1926, five out of fourteen; and in 1927, interest was so great that twenty-one such workers were present at a professional meeting.[1]

In the several colleges are found many different modes of working, dependent upon local situations and personnel. In some places the mental hygienist is consulted in the entrance of students so that some problems are avoided. "Since a college can give no one an adequate preparation for life if it stresses only the intellectual achievements, no admission to college should ever be based entirely upon the credits obtained at the high school. There are always among those who present themselves for entrance, some who, in spite of good grades, are unfit to enter upon a college career".[2]

Probably the place where more work is done than anywhere is in the personal conference. Out of a group of one hundred ninety freshmen, Dr. Morrison found that six per cent. had definite outstanding mental problems. Dr. Blanton said of a group of one thousand Juniors and Seniors that fully a half had emotional difficulties and ten per cent. were maladjustments. It is the "below grade" students who are brot to the

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1...A Further Discussion of College Mental Hygiene
Morrison, Angus W. M. D.
Mental Hygiene, Vol.XII, No.1, Jan. 1928

2...Mental Hygiene in College and University
Groves, Ernest R.
Social Forces, Vol.VIII, No.1, Sept. 1929

attention of this department first. In the State University of Iowa, the focus of the interest of the teachers had been turned to the individual rather than to the average. Those not doing their best were directed to this service. "The sixty per cent. of the advisors' time, ordinarily misdirected, was applied to students who ordinarily are neglected, since their grades were above the academic danger line but who are actually far below their own level of expectancy."[1]

Whoever is doing the advising, psychologist or psychiatrist, will have to be in close touch with the officers and records and on the job even after interviews. "One must impress upon the worker, the necessity of continuity of treatment, the benefit of the prolonged contact, the advisability of keeping in touch with the client, not only when the client comes for help, but also when he is getting along quite well; and it is important to demonstrate to the social worker that a recurrence of the trouble is not necessarily accidental but it may have been due to neglect."[2]

Again this service is sometimes connected with the medical department because of the close association of mind and body. Tho it is a common thing to need medical attention, it seems embarrassing if mental help is needed and it

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1...A Project in Student Personnel Service at College Level
Jones, Lonzo
School and Society, Vol.XXVIII, No. 729, Dec.15, 1928

2...Mental Hygiene in a Social Agency
Kasanin, Jacob
Survey, Vol.LXI, No.10, Feb.15, 1929

saves this feeling if aid can be given under cover of the sign of the medical department.

Tho the conference is the most important part of the advising, because it is so specific and personal, there is need of other supplementary work. It is unfair to assume that all the faculty, specialized in other fields, will know the need and value of mental hygiene. They will have to be interested. Even here are found some psychopathic problems who may be the cause of certain troubles among the students. But there is also a group interested in and ready to help students and the personnel department. They need to know first and slightest symptoms of trouble and refer it to the proper department. Teachers of English will get many trends and suggestions from the poems, stories and essays. Those having small classes have a particularly fine opportunity. All administrative officers, from the president and the deans, thro the student body officers and class presidents, to the gardeners and night watchmen, should be primed on tendencies and report such evidences as seem valuable.

In studying three hundred cases on the Psychiatric Service at the University of California, Dr. Smith found the following problems:

84 maladjustment
58 sex problems
15 hysteria
21 neurasthenia
12 psychothenia
5 anxiety neurosis
11 traumatic psycho-neurosis

11 intellectual inferiority
10 psychopathic personality
15 disorders of ductless glands
24 neurological disorders
24 psychosis
10 unclassified

The list is the psychological classification but were probably caused by circumstances which other examiners have found prevailing, which are,

(a) broken homes and divided parental love
(b) former popularity in smaller groups
(c) missing intimate friends
(d) impersonal and distant attitude of professors
(e) the lack of men friends making girls envious, desolate or discouraged
(f) lack of excitement in small towns where colleges are usually situated

In order to iron out some of these difficulties, certain devices have been worked out by various colleges. In 1915-16 Brown started a series of lectures on the scope and aim of college education. This led to orientation in the administrative program, the use of the college community and vocational guidance. This simple beginning has grown until orientation is an integral part of the curriculum, to orient "to the life and thought of the modern world". Not much can be accomplished in lectures except give some information concerning the environment, expansive as it is. The reaction of individuals to it varies so, that no set of rules may be put forth in lecture form. But class study will give more reasons and principles of mind activity and remedies for mistakes.

This sounds as if it might be the work of the psychological department. It could be if the theoretical could be

less academic, could have a very definite application to present activity with a large block of mental hygiene and questions of abnormality could be left for senior and graduate years, for certain expressions so often heard in such classes present a new and terrifying fear and worry, such as "There is but a narrow line separating normal and abnormal", or "Most of us are abnormal to a certain extent".

A real systematic study of one's self and its adjustment to environment has been worked out for classes at Iowa State College. First there is a discussion of the problems relative to personality. How does it effect one's future? How much can one develop his personality? Would the benefits repay the effort of trying? This begins to build an ideal to which they are urged to add. Then it becomes more personal, when they are asked to rate themselves and have four friends do the same. After this examination, they plan their own mode of procedure in developing their personalities, make a list of chances to practice them, make a bibliography on the several traits and on self-improvement. When they were asked to check on the number of times they carried out the device in a given four weeks, the average of the class grew from fifty-five in the first four weeks to one hundred twenty seven in the fourth. Tho no results can be checked, failures because of defects of personality seem to be decreasing and the college is disposed to continue.[1]

1...Developing the Student-Teachers in Traits of Personality
Lancelot, W. M.
Educational Administration and Supervision
Vol. XV, No. 5, May 1929

In formulating a plan in developing the mental attitudes of college students to life and college life, regardless of what plan is followed, it would involve contact with the whole student body, being available to all. It should not be given to one group as freshmen and then dropped, but followed in after years with more advanced courses. Tho all the faculty should be informed and sympathetic, those directly responsible should be splendidly trained and their personalities extremely strong and balanced. Theirs is the duty of studying the environment, making contacts with former life in high school and, where a psychiatric social worker is hired, with the homes. When they find the students' problems, they will prescribe a change of work, will arrange a mutual understanding with a faculty member, may introduce the student to the pastor of the student church or find some recreation or hobby to attract his attention.

The number of students who have come voluntarily to the bureaus has been very gratifying. Most have been simple adjustment cases, so easily remedied. If then other colleges take a challenge from the experiences and joys of those who have blazed the trail, and work out their own system of lectures, classes, and personal work in trying to help college students know and understand themselves and build ideals, they too may have the opportunity of sanctioning the report of Professor Holaday of the University of Iowa

that more students stay in school, that there is a higher point average, and fewer delinquencies in scholarship, but above all, there is a more sincere effort on the part of the students to adjust themselves to university life.[1]

1...Long-time Effect of Freshman Counseling
Holaday, P. W.
School and Society, Vol. XXIX, No. 738, Feb. 16, 1929

CONCLUSION

CONCLUSION

Man is still on his search for happiness. Tho he has tried to find it in things, in activity, in education, he is still unsatisfied and he finds that his happiness comes, not by any of these, but in his attitude toward them all and the world at large. His sphere is larger than himself and what might please him in solitude is not satisfactory in relations to others.

As there is no royal road to learning, so there is no royal road to happiness. But there are useful expedients of recognized value for the preservation of sanity and preventing insanity as well as for stimulating creative thought and constructive action. These principles of mental hygiene, if used, assist materially in helping adjust to life, in pulling thro or avoiding difficult situations.

Probably nowhere is life more hectic than in college. Usually it is the first break from home and the first experience of independence. With so many new stimuli of environment, ideas and standards, students would have enough to do if they could find time to think and knew how to do it. But a program, in which they see so little sense and no aim, is demanding more time in preparation than they want to give from the participation in the "side-shows" of the campus.

Until recently it has been possible to get thro college without knowing one's self as well as he knew a subject.

The student should spend much of his effort in college in learning to know himself and building, on the basis of the ideals of his family, his college and those about him, some ideals for himself. He should know rather well his body and his mind, its powers and limitations, its moods, laws and methods of control. He should be realizing the "greatest thing in the world is the human mind. The greatest wreck in the world is the wreck of a human mind". (Quoted from Professor William H. Burnham in "Social Aspects of Mental Hygiene"[1])

Tho mental hygiene is no panacea for all ills, it can and has made a big contribution in preventing much mental wreckage. Such saving in college is not only temporary but permanent if based on active principles and strongly inculcated into those who are going out to be the future leaders.

Colleges therefore are awakening to their opportunity and responsibility. They are presenting lectures, conferences and classes in which they are giving the psychological data and the hygienic method of inhibiting or developing phases of life to best serve mankind. So far no definite single plan is presented. Mental hygiene in college is the "only constructive effort made to deal with the emotional life of the youth who are seeking superior training for the responsibilities of life. It is too early to lay down in any rigid

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1...Social Aspects of Mental Hygiene p.4
(A compilation)
New Haven; Yale University Press, 1925

fashion the line of progress that mental hygiene will follow in its attempt to serve young life. . . . Mental hygiene is so needed in the college that it need only to demonstrate its usefulness to be widely welcomed as a modern educational asset."[1]

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